

# Getting Ready

## Montana Common Core Standards and Assessments

Announcing the adoption  
and transition to

**Montana Common Core Standards  
and Assessments**

by the Montana Board of Public Education  
on **November 4, 2011.**



The Montana Office of Public Instruction will provide  
on-going information, training and resources.

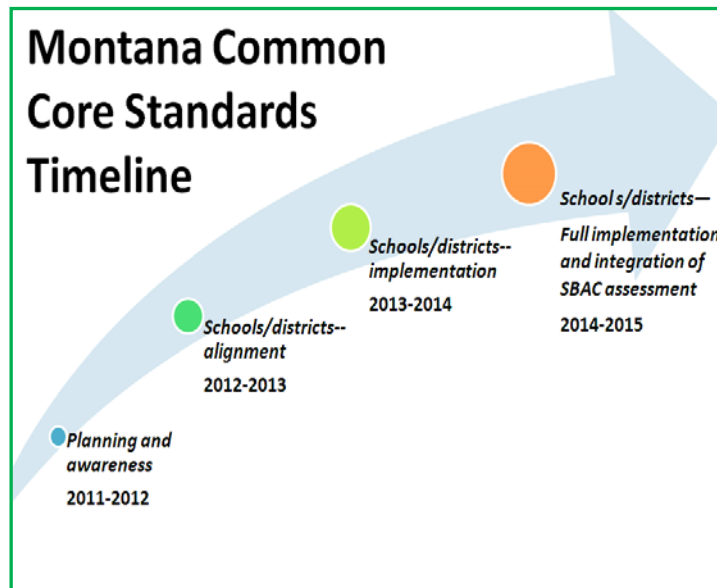
**Website: <http://www.opi.mt.gov/MontanaCommonCoreStandards>**



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

opi.mt.gov

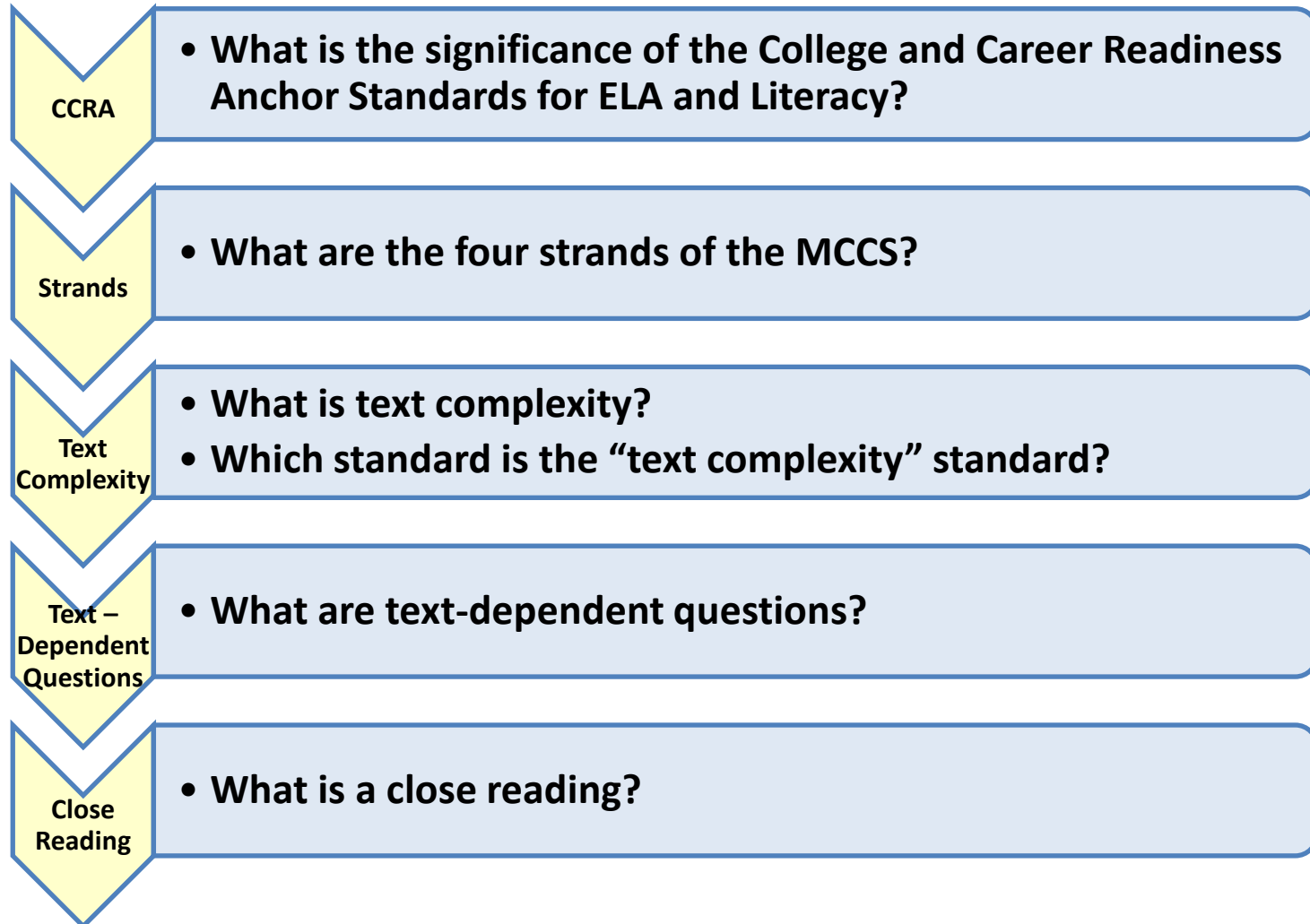
# Montana Common Core Standards and Assessments



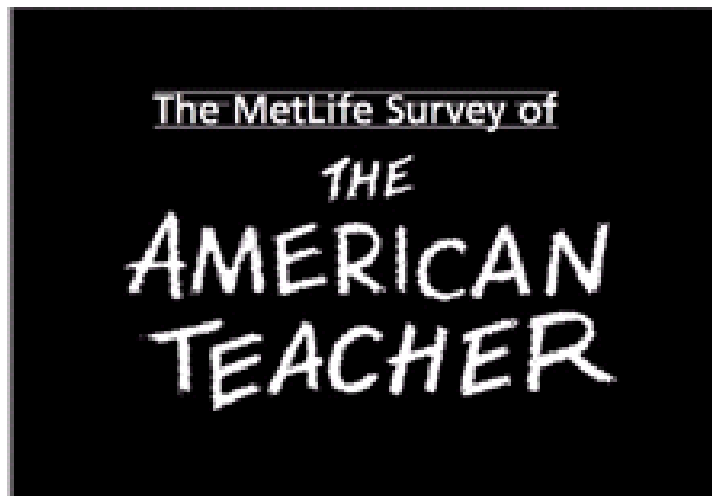
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**Office of Public Instruction**  
Denise Juneau, State Superintendent

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# Montana Common Core Standards



**93% of Principals and 92% of Teachers say they are knowledgeable about the Common Core**



# Objectives

- Identify areas within the self-assessment that directly impact goals for the MCCS
- Review resources for Stage 1-3 of the MCCS continuum
- Connections of the MLP and the MCCS
- Introduction to the Unpacking Documents
- Create or update goals and action steps for MCCS
- Quick Wins with the MCCS

# Three-minute video explaining the ccss



# Metacognition

- “Metacognition is a term used to refer “to the knowledge and control we have of our own cognitive strategies.” (Baker, 2002)
- “**Knowledge**” refers to one’s understanding of oneself as a learner, including our knowledge of learning expectations and the strategies needed to accomplish learning tasks.
- “**Control**” refers to the construction of a plan for learning and monitoring whether or not one is successful with that plan.

# The Self-Assessment

## Standards:

The **Montana Common Core Standards (MCCS) Stages of Implementation Continuum** includes six stages, which provide comprehensive resources for school districts to self-assess readiness, create action plans, and access targeted resources and processes for aligning curriculum, instruction and assessment.

[www.opi.mt.gov/MontanaCommonCoreStandards](http://www.opi.mt.gov/MontanaCommonCoreStandards)

Stage 1: The Montana Early Learning Guidelines (MELG) and/or the MCCS for each grade and subject area have been thoroughly studied and are understood.	1	2	3	4	5
Stage 2: Curriculum has been aligned with the MELG and/or the MCCS.	1	2	3	4	5
Stage 2: Instructional materials are aligned with the MELG and/or the MCCS.	1	2	3	4	5
Stage 3: Assessments are aligned with curriculum and with the MELG and/or the MCCS.	1	2	3	4	5
Stage 4: Educators design, adapt and use evidence-based best practices to support effective delivery of the curriculum and assessments.	1	2	3	4	5
Stage 4: A comprehensive scope and sequence is communicated and aligned to the MELG and/or the MCCS.	1	2	3	4	5
Stage 4: A pacing guide outlines a consistent instructional timeline and is adhered to by all staff.	1	2	3	4	5
Stage 5: Educators engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) alignment of curriculum and assessments.	1	2	3	4	5
Stage 6: Educators have analyzed assessment results (e.g. Smarter Balance, curriculum assessments, and independent progress monitoring assessments) and processes are established to make systematic changes based on data results.	1	2	3	4	5

Action Ideas for Standards:



# Self-Assessment

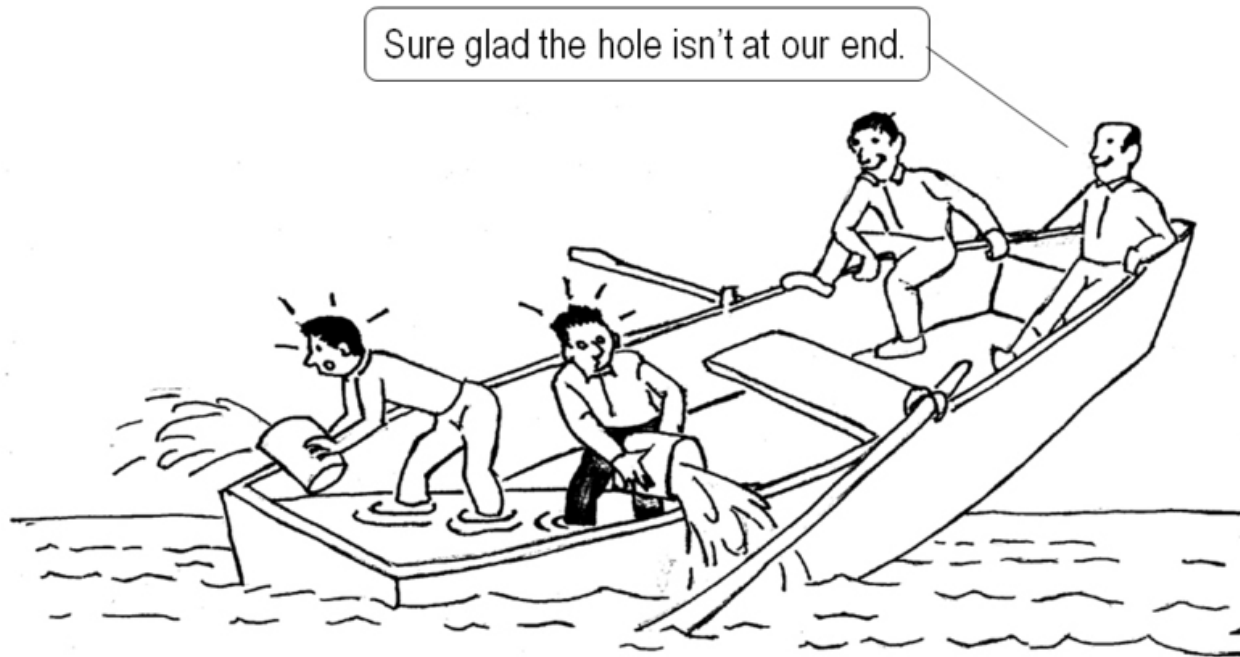
Instruction and Intervention					
Instructional materials and content are aligned to the MELG and/or the MCCS.	1	2	3	4	5
Instructional materials and content include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas.	1	2	3	4	5

Assessment and Data-based Decision Making					
Assessment tools and procedures align to the MELG and/or the MCCS.	1	2	3	4	5
Comprehensive assessment system includes both formative and summative assessments.	1	2	3	4	5

Professional Development					
Professional development is aligned to the MELG and/or the MCCS and is provided for staff across all content areas on explicit and systematic instruction in reading, writing, listening, and speaking.	1	2	3	4	5

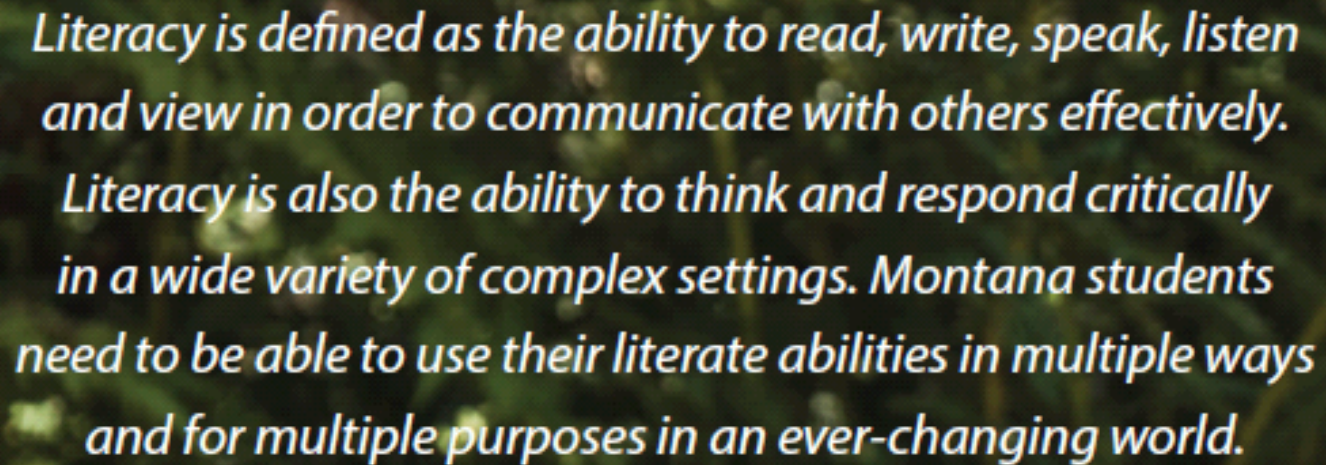
Community and Family Involvement					
Parents and families are informed of literacy expectations outlined in the MELG and/or the MCCS and are updated on individual student progress towards meeting those expectations a minimum of three times per year.	1	2	3	4	5

# Shared responsibility for students' literacy development



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*Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively. Literacy is also the ability to think and respond critically in a wide variety of complex settings. Montana students need to be able to use their literate abilities in multiple ways and for multiple purposes in an ever-changing world.*

*Montana Literacy Plan*

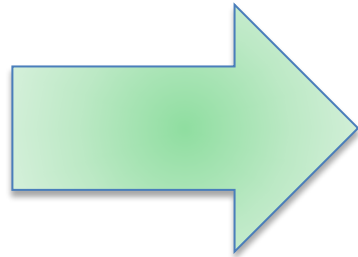
# Literacy Across Content

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	845-845	770-980
6-8	880-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

# Montana Common Core Shifts

Shift 1: K-5 Balancing Informational & Literary Texts
Shift 2: 6-12 Knowledge in the Content Areas
Shift 3: Staircase of Complexity
Shift 4: Text-based Answers
Shift 5: Writing from Sources
Shift 6: Academic Vocabulary



## ELA/Literacy

1. **Building knowledge through content-rich nonfiction.**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational text.
3. Regular practice with **complex text** and its **academic language**.

MONTANA COMMON CORE STANDARDS  
ENGLISH LANGUAGE ARTS AND LITERACY

Strands and Topics Progression	K	1	2	3	4	5	6	7	8	9-10	11-12
<b>College and Career Readiness (CCR) Anchor Standards for Reading, Writing, Speaking, Listening, and Language</b>											
<b>Reading Standards: Foundational Skills</b> <u>Topics</u> Print Concepts K-2 Phonological Awareness K-2											
<b>Reading Standards: Foundational Skills</b> <u>Topics</u> Phonics and Word Recognition K-5 Fluency K-5											
<b>Reading Standards: Literature</b> <b>Reading Standards: Informational Text</b> <u>Topics</u> Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity											
<b>Writing Standards</b> <u>Topics</u> Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing											
<b>Speaking and Listening Standards</b> <u>Topics</u> Comprehension and Collaboration Presentation of Knowledge and Ideas											
<b>Language Standards</b> <u>Topics</u> <u>Conventions of Standard English</u> Knowledge of Language Vocabulary Acquisition and Use											

# The Montana Common Core Standards

College and Career Readiness is the central focus of the new standards.

Strands: Reading, Writing, Speaking and Listening, and Language aligned with College and Career Readiness Anchor Standards.

Literacy and writing are to be taught across all disciplines.

2014-2015- Montana will take a new summative assessment which is currently being developed by the SMARTER Balanced assessment consortia.

# MCCS Stages of Implementation Continuum

	Explore			Implement		Sustain
Stages	<b>Stage 1</b> Understand MCCS	<b>Stage 2</b> Align Curriculum and Instruction	<b>Stage 3</b> Align Student Progress Measures	<b>Stage 4</b> Implement in classrooms	<b>Stage 5</b> Implement in schools and districts	<b>Stage 6</b> Evaluate Assessment Data to make school-wide systematic changes
CCR	All Students Graduate College and Career Ready					
Descriptors	The Montana Common Core Standards for each grade and subject area have been thoroughly studied and are understood.	District Curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level.  Educators have identified instructional materials that are coherent, consistent, and comprehensive and support effective learning of the ELA, literacy and Mathematics standards.	Educators establish measurable conceptual learning progressions and how students' understandings of ideas develop, evolve, and progress to establish measurable goals.  Student assessments have been identified to measure the established goals.  A foundation of understanding for formative assessment is established.	Educators design, adapt and use evidence-based best practices and guides to support effective deliver of the curriculum and assessment progress measures to support learning for all students through focused, coherent, and rigorous instruction.	Throughout the school year teachers engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) conversations to be sure that every student has multiple learning opportunities and experiences to master standards required for student success at the next grade level.	Educators evaluate data collected from interim and summative assessments. Processes are established to make systematic changes based on data results.



## STAGE 1: AWARENESS AND UNDERSTANDING OF THE MCCS

- The Montana Common Core Standards for each grade and subject area have been thoroughly studied and are understood.

# Resources for Stage 1

[Home](#) » [Curriculum](#) » [MontCAS](#) » [MCCS](#) » [ELA](#) » Montana Common Core Standards: English Language Arts

English Language Arts ...

Stages of  
Implementation:

◇ STAGE 1

◇ STAGE 2

◇ STAGE 3

◇ STAGE 4

◇ STAGE 5

◇ STAGE 6

□ Getting Started

NOTE: To find MCCS sequential planning resources, please visit [Getting Started](#).

[GO BACK](#)

## Montana Common Core Standards and Assessments



### STAGE 1 Understand the MCCS

STAGE 1, the Montana Common Core Standards for each grade have been thoroughly studied and are understood.

[Detailed Webinar of Stage 1](#) – 11:00

1. Self-Assessment

2. Procedures & Resources

3. Action Plan

Purpose

Essential Steps

Digging Deeper

Additional Resources

#### Procedures and Resources

The suggested procedures and listed resources are outlined to complete the steps for STAGE 1 as indicated in the Self-Assessment. In order to meet the needs of each district, the suggested procedures should be part of an established systems approach (e.g., one that includes professional learning communities, consistent staff meetings).

## Stages of Implementation for Montana Common Core Standards

### Self-Assessment for the Montana Common Core Standards for

#### English Language Arts and Literacy



<b>Stage 1: Understand MCCS</b> The Montana Common Core Standards for each grade and subject area have been thoroughly studied and are understood.				
<b>Purpose for Stage 1:</b>	Have not Begun	Just Underway	Making Good Progress	Successfully Completed
<b>Essential Steps for Stage 1</b>				
1. Staff has completed the Montana Common Core Standards (MCCS) self assessment and developed an action plan based on the results.				
2. Staff is aware of the Montana Common Core Standards (MCCS).				
3. Staff has a copy of the Montana Common Core Standards (MCCS).				
<b>Digging Deeper with Stage 1</b>				
4. Staff has a deep understanding first 10 pages of the MCCS which include 1) Introduction, 2) Key Design Considerations, 3) Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language, 4) How to Read this Document, and 5) Key Features of the Standards.				
5. Staff is aware of the six major shifts within the MCCS.				
6. Staff is aware for the MCCS appendices for ELA and Literacy.				
7. Staff has a deep understanding of the appendices within the MCCS.				
<b>Additional Resources for Stage 1</b>				
<a href="#">Hunt Institute Videos on Common Core Standards</a>				
<a href="#">Text-Dependent Questions Module- achievethecore.org</a>				

Steps for Completing the Self-Assessment and Action Plan for the  
(MCCS) Montana Common Core Standards

Action Plan Template

Choose 2 or 3 activities and create an action plan for Stage 1. Cutting and pasting this document will allow you to choose the activities that best meet your needs as identified within the self-assessment. An example of a completed action plan for Stage 1 is provided at the bottom of this document.



The MCCS Action Plan		
Stage 1 Timeline: August-October		
Stage of Implementation	Focus Area	
Stage 1 Essential Step	Staff has completed the MCCS self-assessment and developed an action plan based on the results.	
What activities will be used?	Who will do this?	When will this be completed?
(1) Complete literacy self-assessment with staff and develop an action plan based on results.		
Stage of Implementation	Focus Area	
Stage 1	Staff is aware of the MCCS.	

# MSRP Goals and Action Plan

## Stage 1

Continuous Improvement Components: Standards		
Goal: Stage 1: The Montana Early Learning Guidelines (MELG) and/or the Montana Common Core Standards (MCCS) for each grade and subject area have been thoroughly studied and are understood.		
<b>Action Steps</b> <ol style="list-style-type: none"> <li>1. Administration and staff will be guided through an overview of the MCCS via webinar and on site facilitation by OPI consultant. The Stage 1 iTunes course will be referenced as a guide to the following steps and locate resources.</li> <li>2. Administration and staff will watch a 14 minute video about the CCSS for elementary school.</li> <li>3. Administration and staff will read The First Ten Pages of the MCCS and facilitate discussion.</li> <li>4. Administration and staff will be introduced to the writing strand of the MCCS via webinar as well as pages 23-25 from Appendix A.</li> <li>5. Administration and staff will be introduced to digging deeper activity and color code grade-level standards specific to the strand of writing.</li> <li>6. Administration and staff will continue to color code reading, speaking and listening, and language strands per grade level of the MCCS.</li> </ol>		
<b>Person(s) Responsible</b> Cynthia Green- webinars, materials and resources Staff- thoroughly understand and study MCCS ELA/Literacy Standards	<b>Resources Needed</b> Stage 1 resources Webinars	<b>Timeline</b> 1. February 26, 2013 2. February 26, 2013 3. March 12, 2013 4. March 26, 2013 5. March 29, 2013 6. April 16, 2013

# Stage 1 iTunes Course

**Library** MCCS ELA Stage 1: Montana Common Core Standards ELA Stage 1 Module

**All** 8

**Essential Steps for Stage 1** 1

**Getting Ready:Resources...** 1

**Getting Ready: Common...** 1

**Digging Deeper: The First...** 1

**Digging Deeper: The Six Sh...** 1

**MCCS Digging Deeper ELA...** 1

**MCCS Appendices** 1

**Additional Resources** 1

**Essential Steps for Stage 1**

☒ **Introduction to Stage 1 Module**

**intro course letter (3)** 1.2 MB

☐ **Copy of Standards by Grade Band**

Please download the appropriate copies of the Montana Common Core Standards for English Language Arts by grade band. These documents will support your work throughout the module.

☐ **Common Core ELA Document**

**ELA\_Common\_Core\_Standards\_Gradeba...** 339.2 KB

☐ **Grade-Level ELA Common Core Standards in Excel Format**

**Getting Ready:Resources to Prepare**

☐ **Stage 1: Understand MCCS**

The Self-Assessment and Action Plan have been created as tools to support and guide your work through Stage 1. They are in direct alignment with the contents of the essential steps of digging deeper activities.

☐ **Self Assessment and Action Plan Overview Video**

**STAGE1selfassessmentactionplano...** 7:00

**Info**

**Posts**

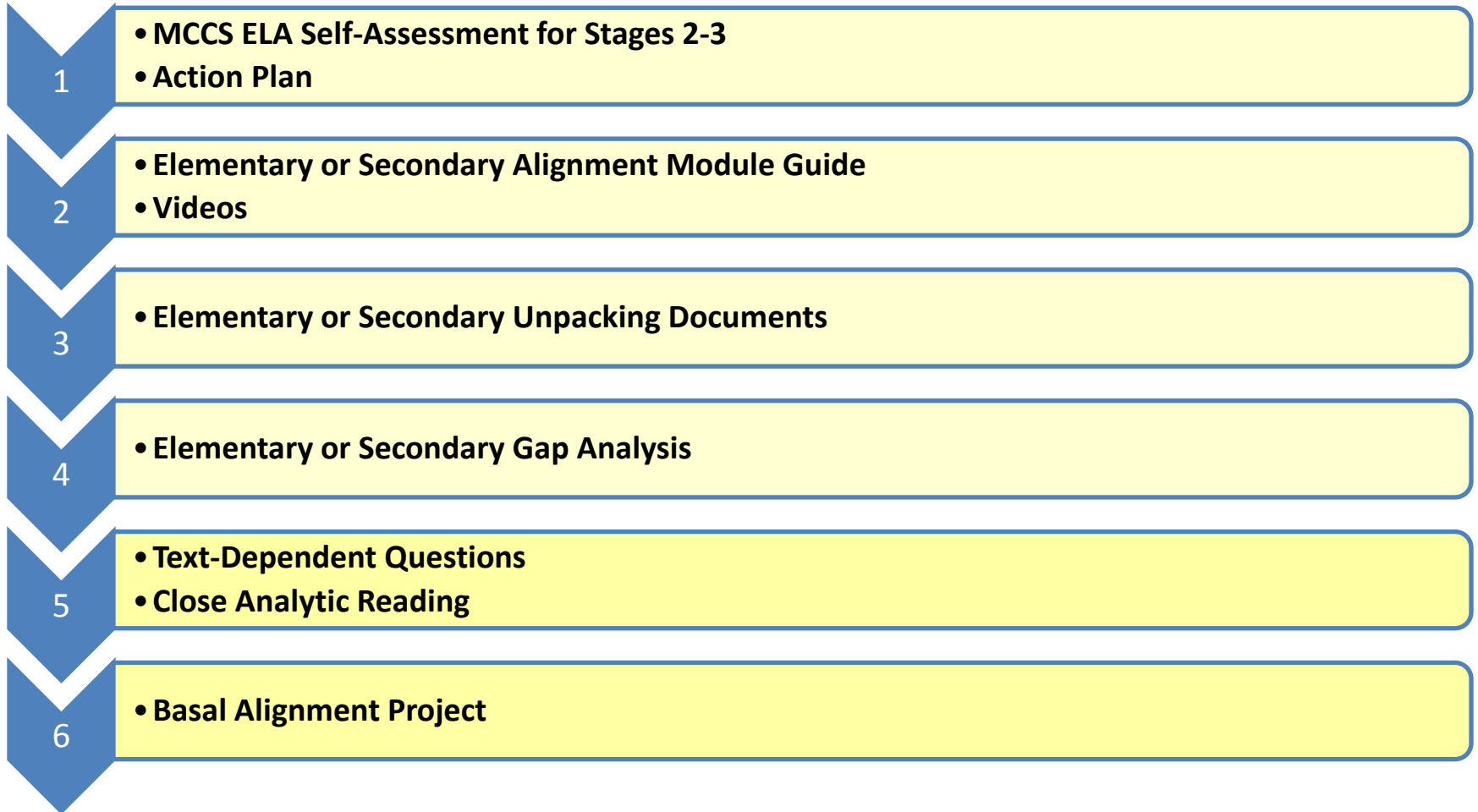
**Notes**

**Materials**

## STAGE 2: ALIGNING CURRICULUM AND ASSESSMENT

- To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.

# MCCS Stages 2-3





## Stages of Implementation for Montana Common Core Standards

### Self-Assessment for the Montana Common Core Standards for

#### English Language Arts and Literacy



<b>Stage 2: Awareness and Understanding of the MCCS</b> District curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level.  Educators have identified instructional resources that are coherent, consistent, and comprehensive and that support effective learning of the ELA and literacy standards.				
<b>Purpose for Stage 2:</b> To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.	Have not Begun	Just Underway	Making Progress	Successfully Completed
<b>Four Essential Steps for Stages 2 &amp; 3</b>				
Staff has reviewed or completed the MCCS ELA and Literacy Self-Assessment for Stage 2 and developed an action plan based on the results.				
Staff has viewed all seven steps of the Curriculum Alignment Module. Staff has set aside sufficient time for completing the curriculum alignment module to determine the degree to which current curriculum and curriculum assessments address the concepts and skills found in the MCCS and the cognitive demands required by the MCCS.				
Staff has analyzed the unpacking documents that contain the progression of sub-skills within the MCCS and has reviewed the instructional examples provided.				
Staff has used the Gap Analysis and determined what additional evidence-based resources are needed to effectively teach the MCCS for ELA and Literacy. Creating a Gap Analysis is also part of step 2 and the alignment module. If the alignment module is completed in its entirety, this step does not need to be completed again.				
<b>Digging Deeper with Stages 2 &amp; 3</b>				
Staff has reviewed the resources on creating text dependent questions.				

## Steps for Completing the Self-Assessment and Action Plan for the (MCCS) Montana Common Core Standards- Stage 2

### Action Plan Template

Choose 2 or 3 activities and create an action plan for Stage 2 & 3. Cutting and pasting this document will allow you to choose the activities that best meet your needs as identified within the self-assessment. An example of a completed action plan for Stage 2 & 3 is provided at the bottom of this document.

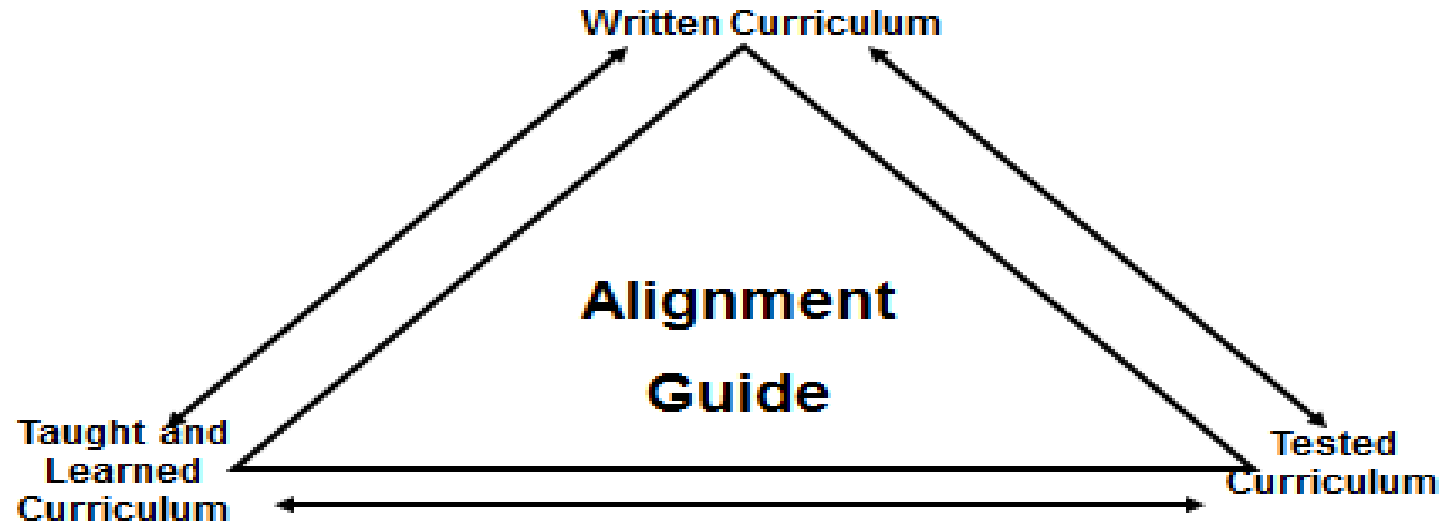


The MCCS Action Plan		
<b>Stage 2 Timeline: January-May</b>		
Stage of Implementation	Focus Area	
Stage 2 & 3 Essential Step 1	Staff has reviewed or completed the MCCS ELA and Literacy Self-Assessment for Stage 2 and developed an action plan based on the results.	
What activities will be used?	Who will do this?	When will this be completed?
(1) Complete literacy self-assessment with staff and develop an action plan based on results.		
Stage of Implementation	Focus Area	
Stage 2 & 3	Staff has viewed all seven steps of the Curriculum Alignment	

# Stages 2-3

## Simple Explanation

### The Underlying Framework



## Stages 2 and 3: Align Curriculum and Instruction

### Alignment Module for the Montana Common Core Standards (MCCS) for English Language Arts Alignment Guide

#### Checklist for the Alignment Module

Purpose for Stages 2 and 3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.	Have Not Begun	Just Underway	Making Progress	Successfully Completed
<b>Stage 2: Alignment Module Steps 1-6</b>				
<b>Step 1: Gathering Resources</b> Participants have gathered all of the resources needed to begin Stage 2: Alignment Module.				
<b>Step 2: Understanding the Elementary or Secondary Sample Alignment Guide</b> Participants have reviewed the sample template and the information in each column.				
<b>Step 3: Using an Assessment-Based Approach to Alignment</b> Participants have reviewed assessments, determined which will be used and how it will be used. The decisions were made collaboratively and are recorded.				
<b>Step 4: Aligning the Tested Curriculum and the Taught/Learned Curriculum</b> Participants understand the thought processes for correlating the Tested Curriculum to the Taught/Learned Curriculum. They know how to choose essential content and selections.				
<b>Step 5: Aligning the Tested Curriculum and the Taught/Learned Curriculum to the MCCS</b> Participants understand the thinking processes for correlating the Tested Curriculum and the Taught/Learned Curriculum to the MCCS in an alignment guide.				
<b>Step 6: Developing Quality, Text-Dependent Questions</b> Participants know what text-dependent questions require and what resources to use to guide their efforts in creating text-dependent questions.				
<b>Step 7: Beginning the Process</b> Staff has completed the first six steps of the module and is ready to begin the process of collaboratively developing an alignment guide at the school level.				
a. Staff has completed the first quarter alignment.				
b. Staff has completed the second quarter alignment.				
c. Staff has completed the third quarter alignment.				

# Publisher's Alignment

KINDERGARTEN STANDARDS	PAGE REFERENCES
<b>Reading Standards for Literature: Key Ideas and Details</b>	
RL.K.1	<p>With prompting and support, ask and answer questions about key details in a text.</p> <p>This Common Core State Standard is covered whenever students participate in classroom discussions about stories.</p> <p><b>Reading Presentation Book B: (Lesson/Exercise)</b>  75.21, 76.22, 77.24, 78.23, 79.21, 80.23, 81.25, 82.21, 83.17, 84.23, 85.20, 86.21, 87.18, 88.20, 89.18, 90.19, 91.18, 92.23, 93.24, 94.25, 94.26, 95.22, 95.23, 96.19, 96.20, 97.19, 97.20, 98.19, 99.16, 99.17, 100.15, 101.17, 102.17, 103.21, 104.16, 105.19, 105.20, 106.14, 106.15, 107.22</p> <p><b>Reading Presentation Book C: (Lesson/Exercise)</b>  108.22, 109.18, 110.16, 111.15, 112.20, 113.23, 114.24, 115.24, 116.21, 117.20, 118.16, 119.21, 120.22, 121.23, 122.21, 123.20, 124.21, 125.19, 126.17, 127.22, 128.22, 129.20, 130.20, 131.16, 131.18, 132.20, 132.22, 133.27, 133.29, 134.20, 135.18, 136.24, 137.22, 138.20, 139.25, 140.22, 141.24, 142.20, 143.20, 144.18, 144.20, 145.23, 145.25, 146.21, 146.23, 147.23, 147.25, 148.19, 149.20, 150.27, 151.25, 152.28, 153.28, 154.26, 155.29, 156.28, 157.27, 158.29, 159.21, 160.17</p> <p><b>Language Presentation Book A: Storybook 1: pages 1-39</b></p> <p><b>Language Presentation Book B: Storybook 2: pages 1-48</b></p>

## Elementary Sample Alignment Guide 2

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>
<u>Montana Common Core Standards: Strands</u> Reading: Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking and Listening Language	<u>Instructional Focus with Applicable Selection</u> 1) Comprehension 2) Phonics 3) Spelling 4) Fluency 5) Vocabulary 6) Writing/Grammar 7) Assessments	<u>Text-Dependent Questions</u> A text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read.
Montana Common Core Standards English Language Arts	Quarter 1 Unit 1 Literature or Informational Text? Lesson 1 (5 Days) <i>A Fine Day</i> (20-25) <u>Mastery Objectives</u>	
<u>Reading Standards for Literature</u>	1. Comprehension	
<u>Reading Standards: Foundational Skills</u> <u>Phonics and Word Recognition</u> 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	2. Phonics Day 2: Skill: identifying root words and meanings and suffixes and meanings (20P) Day 5: Skill: finding words in the story that contain root words and suffixes and identifying the meanings (20R)	
<u>Reading Standards: Foundational Skills</u> <u>Fluency</u>	3. Fluency	
<u>Writing</u>  <u>Language</u>	4. Writing/Grammar	
<u>Language</u>	5. Vocabulary	
<u>Reading Standards for Literature</u> <u>Reading Standards: Foundational Skills</u> <u>Fluency</u>	6. Assessments Lesson assessment	

# Alignment Options

1

- Align program
- Tally unpacking documents
- Create gap analysis document
- Create grade level alignment guide

2

- Align program
- Tally unpacking documents
- Create grade level alignment guide

3

- Align program
- Create gap analysis document

4

- Align program components
- Create gap analysis document

# Stages 2-3 iTunes Course

Library MCCS\_Elementary\_Alignment: Elementary Montana Common Core Standards Alignment Module Stages 2-3

Item	Count
All	10
Getting Started	1
Overview for Stage 2-3 Alig...	1
Step 1: Gathering Resources	1
Step 2: Understanding the...	1
Step 3: Using an Assessme...	1
Step 4: Aligning the Tested...	1
Step 5: Aligning the Tested...	1
Step 6: Developing Quality,...	1
Step 7: Beginning the Proc...	1
Additional Information	1

### Getting Started

- **Getting Started with Stages 2-3 Alignment Module**  
IMPORTANT INFORMATION!  
Please read the Getting Started Letter before viewing the documents and videos in the module. This letter will provide an overview of what is needed in gathering res...
  - ☒ Introduction to Course Module Letter
  - ☐ Alignment Guide Document
  - ☐ Alignment Guide Template
  - ☐ Alignment Module Power Point

### Overview for Stage 2-3 Alignment Module

- **Overview**  
The purpose for Stage 2-3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, ongoing process
  - ☐ Elementary Alignment Guide Document
  - ☐ Overview Part 1
  - ☐ Overview Part 2

### Step 1: Gathering Resources

- **Gathering Resources**  
Step 1: Gathering Resources  
Participants have gathered all of the resources needed to begin Stage 2-3 Alignment Module

Info  
Posts  
Notes  
Materials



# MSRP Goals and Action Plan

## Stages 2-3

Continuous Improvement Components: Standards		
Goal: Stage2-Curriculum and instructional materials have been aligned with the MELG and or the MCCS.		
<b>Action Steps</b> <ol style="list-style-type: none"> <li>1. Administration and staff will take the MCCS Self-Assessment for Stages 2-3 and work on an action plan specific to creating an alignment guide. Step 1</li> <li>2. Administration and staff will watch the videos for the alignment module and gather materials. The MCCS iTunes course for Stages 2-3 or OPI MCCS will be utilized for specific resources of the alignment module. The iTunes course is the preferred means of access to the content. Steps 1-3.</li> <li>3. Assessments are also gathered and prepared to be studied for creating the alignment guide.</li> <li>4. Administration and staff will choose which option for alignment to follow and being the work of Step 4, aligning their program, materials, and assessments to the MCCS. A decision will be made to align all strands or focus on one strand at a time for the alignment process.</li> <li>5. Administration and staff will create a gap analysis based on their alignment guide. (Part of this work takes place during the work of Step 4.</li> <li>6. Programs and assessments are analyzed for text-dependent questions. This is the work of column 3 and Step 6.</li> <li>7. Staff is familiar with the Basal Alignment Project and uses appropriate lessons to support alignment.</li> </ol>		
<b>Person(s) Responsible</b> Consultant OPI support person Administration Leadership Team Staff	<b>Resources Needed</b> Stage 2 resources Basal Alignment Project	<b>Timeline</b> 1.

# Quick Wins

Shift 6



- Academic Vocabulary

Shift 3



- Staircase of Complexity

Shift 4



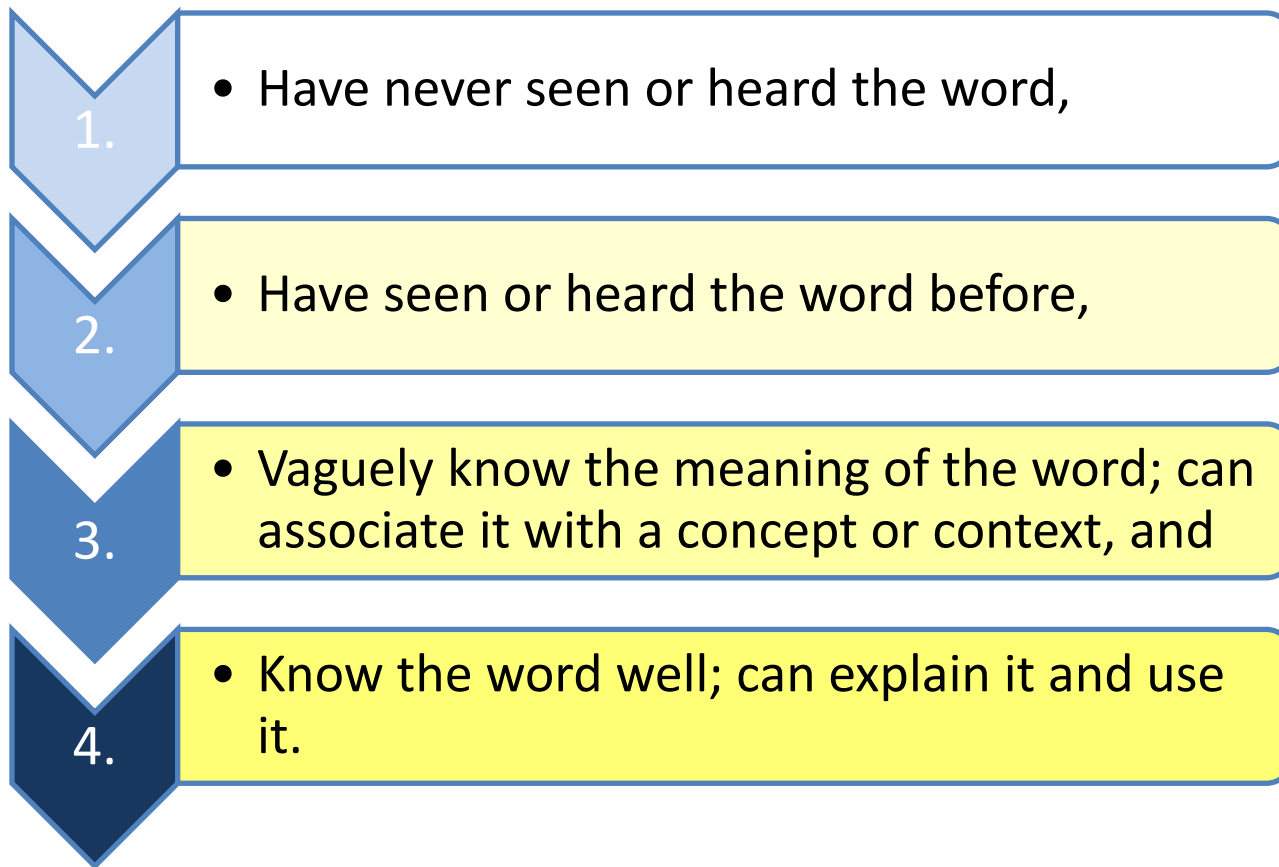
- Text-based questions
- Text-dependent questions

## Shift 6



- **Academic Vocabulary**

# Four levels can be used to describe the extent of a person's word knowledge:



# Explicit Vocabulary Instruction

## The Three-Tier System

Beck and McKeown (1985)

The Core Source Book , 2<sup>nd</sup> Edition, p. 421

Tier One	Tier Two	Tier Three
Basic, everyday words that students learn on their own.	Are common enough that most mature readers are familiar with them. They can be found across various contexts and topics and understanding the meaning of these words promotes everyday reading	Words that are low frequency “specialized” words that are often limited to specific fields, domains of knowledge.

# Explicit Vocabulary Instruction

Text Talk- Read- Aloud Method

Beck and McKeown

- Read the Story
- Introduce the Target Word
- Contextualize the Word
- Say the Word
- Give a Student-Friendly Explanation
- Provide a Different Context
- Engage Actively with the Word
  - Finish the Idea
  - Choices
- Say the Word Again

Shift 3



- Staircase of Complexity

# Close Reading

- Read and reread
- Each reading should accomplish a separate purpose
  1. Allow the reader to determine what a text says.
  2. Allow the reader to determine how a text works.
  3. Allow the reader to evaluate the quality and value of the text (and connect the text to other texts).

Adapted from Shanahan, T., Meeting the Challenge of Common Core: Planning Close Reading.



# Close Reading

- All focus on text meaning
- Minimize background preparation/explanation
- Students must do the reading/interpretation
- Teacher's major role is to ask text-dependent questions
- Multi-day commitments to texts
- Purposeful rereading (not practice, but separate journeys)
- Short reads

## Shift 4



- **Text-based questions**  
**text-**  
**dependent**  
**questions**

# Text-Dependent Questions are NOT

- Low-level, literal, or recall questions
- Focused on comprehension strategies
- Just questions

# Text-Dependent Questions....

- Can only be answered with evidence from the text.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, evaluation.
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.

# Three Types of Text-Dependent Questions

When you're writing or reviewing a set of questions, consider the following three categories:

- Questions that assess themes and central ideas
- Questions that assess knowledge of vocabulary
- Questions that assess syntax and structure

# Non-Examples and Examples

## Not Text-Dependent

- In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.
- In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.
- In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

## Text-Dependent

- What makes Casey’s experiences at bat humorous?
- What can you infer from King’s letter about the letter that he received?
- “The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?

# Creating Text-Dependent Questions

**Step One:** Identify the core understandings and key ideas of the text.

**Step Two:** Start small to build confidence.

**Step Three:** Target vocabulary and text structure.

**Step Four:** Tackle tough sections head-on.

**Step Five:** Create coherent sequences of text-dependent questions.

**Step Six:** Identify the standards that are being addressed.

**Step Seven:** Create the culminating assessment.

[www.opi.mt.gov/MontanaCommonCoreStandards](http://www.opi.mt.gov/MontanaCommonCoreStandards)

[Home](#) » [Curriculum](#) » [montCAS](#) » [MCCS](#) » Montana Common Core Standards and Assessments

## Getting Started...

Professional Development

☐ English Language Arts  
and Literacy

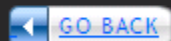
☐ Mathematics

Indian Education for All  
Companion Guides

Assessment

☐ Content Standards

Comments

 GO BACK

# Montana Common Core Standards and Assessments



On November 4, 2011, Montana adopted the Common Core State Standards in English Language Arts, Literacy, and Mathematics. These standards were developed through a state-led initiative sponsored by the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA). [more...](#)

## Getting Started

Stages

Parents

Teachers

District

Business

Higher Ed

Legislators

**Stages of Implementation: Learning and Teaching with MCCS**

**Montana Common Core Standards Stages of  
Implementation Continuum**

**MCCS Timeline**



# Reading: Foundational Standards

## Unpacking the MCCS Document: A Progression of Sub-Skills

Reading: Foundational Standards

Grade: Kindergarten

Unpacking the MCCS Document: A Progression of Sub-Skills

	<i>Print Concepts</i>
RF.K.1	Demonstrate understanding of the organization and basic features of print.
UNPACKING THE STANDARD	<p>Students will understand basic print features. They will learn that:</p> <ul style="list-style-type: none"> <li>books have a correct position; that</li> <li>print has specific directionality; and</li> <li>print has meaning and is made up of letters.</li> </ul> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>Show me where to begin reading. Where do I go from there? After that?</li> <li>Which page do I read first?</li> <li>Point to the words as I read.</li> </ul>
RF.K.1a	a. Follow words from left to right, top to bottom, and page by page.
SUB-SKILLS	<ul style="list-style-type: none"> <li>Demonstrate an understanding of book awareness (e.g., knows the front of the book, turns pages from front to back).</li> <li>Differentiate between pictures and words in a book when prompted.</li> <li>Demonstrate an understanding of what a letter is.</li> <li>Demonstrate an understanding that words are made up of letters.</li> </ul>
INSTRUCTIONAL EXAMPLES	<ul style="list-style-type: none"> <li>Participate in big book experiences led by the teacher (e.g., teacher reads a big book pointing out features of a book and using finger to track print).</li> <li>Participate in shared book experiences at a teacher-led center.</li> </ul>
RF.K.1b	b. Recognize that spoken words are represented in written language by specific sequences of letters.

# Unpacking the MCCS Document: A Progression of Sub-Skills

The Standard

Unpacking the Standard

Sub-skills

Instructional Examples

# Professional Learners First

1. Make sure every staff member has a copy of the MCCS ELA and Literacy in History/Social Studies, Science and Technical Subjects document.
2. Complete a close reading of the First 10 pages of the MCCS ELA/Literacy document.
3. Complete a close reading of Appendix A.

# Resources

- [www.opi.mt.gov/MontanaCommonCoreStandards](http://www.opi.mt.gov/MontanaCommonCoreStandards)
- [www.achievethecore.org](http://www.achievethecore.org)
- <http://www.commoncoreworks.org/site/default.aspx?PageID=239>

# MCCS Fact Sheets

[Parents](#)  
[Teachers](#)  
[District](#)  
[Business](#)  
[Higher Ed](#)  
[Legislators](#)

## Montana Common Core Standards Teacher Fact Sheet

### WHAT ARE THE MONTANA COMMON CORE STANDARDS?

The Common Core State Standards are a set of high-quality academic expectations in English-language arts (ELA) and mathematics that define both the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career. They were created through a state-led initiative and have been adopted by more than 40 states, including Montana. The Common Core State Standards will replace our current state standards in English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, and mathematics.

- The standards establish consistent learning goals for all students – regardless of where they live – so that children will stay on track in school when moving from one state to another.
- With a clear roadmap of academic expectations, students, parents and teachers can work together toward shared goals.
- The standards are relevant to the real world, focusing on the knowledge and skills students will need to succeed in life after high school, in both post-secondary education and a globally competitive workforce.
- A diverse team of teachers, parents, administrators, researchers and content experts developed the Common Core to be academically rigorous, attainable for students, and practical for teachers and districts.
- The Montana Common Core Standards form a foundation for literacy instruction in history/social studies, science, and technical subjects.

### MONTANA COMMON CORE SHIFTS

#### ELA/Literacy

1. Building knowledge through content-rich nonfiction.
2. Reading, writing and speaking grounded in evidence from text, both literary and informational text.
3. Regular practice with complex text and its academic language.

#### Mathematics

1. Focus strongly where the Standards focus.
2. Coherence: Think across grades, and link to major topics within grades.
3. Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

# Planning Time

- Create a goal with action steps directly related to the MCCS.
- Goals are pulled from your MSRP self-assessment.

